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NEWS RELEASE

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National Report Ranks R.I. 2nd in the Country on Teacher Policies

Rhode Island ranks in 2nd in the country (tied with Oklahoma and Tennessee) in the quality of its policies on the teaching profession, according to a report that the National Council on Teacher Quality (NCTQ) released today (January 25).

The report awards Rhode Island an overall grade of B-, behind only Florida, which earned a B. The report ranks Rhode Island 5th among all states in progress made since the previous (2009) report.

The report highlights progress Rhode Island has made regarding policies on teacher evaluations, on admission to teacher-preparation programs, and on connecting certification to effectiveness.

“We’re really pleased with this report because improving educator effectiveness is at the core of our strategic plan for transforming education,” said Deborah A. Gist, Commissioner of Elementary and Secondary Education. “This report recognizes the importance of our new system for educator evaluation, which will provide all teachers with feedback and support to improve teaching and learning in our state. The report also recognizes our new certification system, which bases certification renewal on teacher effectiveness. Both of these new initiatives focus our education policies on what’s in the best interest of our students.”

This biennial report, the *2011 State Teacher Policy Yearbook*, reviews “state laws, rules, and regulations that govern the teaching profession” and measures state progress against a set of 36 policy goals. Rhode Island earned particularly strong ratings regarding policies on identifying effective teachers and exiting ineffective teachers. Rhode Island ratings were relatively low regarding retaining effective teachers and delivering well-prepared teachers.

“The report acknowledges all of the hard work people across the state have been doing, and it gives us some helpful recommendations for our next steps,” Commissioner Gist said. “The report notes, for example, that we don’t hold teacher-preparation programs accountable for the classroom effectiveness of their graduates, but that is something we’ll be doing soon.”

The NCTQ describes itself as “a nonpartisan research and policy group committed to restructuring the teaching profession.” For a complete copy of the report, see:

<http://www.nctq.org/stpy11Home.do>

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